DOCUMENT RESUME

ED 305 521 CE 052 279

AUTHOR Sua, Dangbe Wuo
TITLE A Comparison of Correctional Adult Educators and Formal Adult Educators in Terms of Their Expressed Beliefs in the Collaborative Teaching Mode. Theory and Methods of Adult Education.
PUB DATE Jan 89
NOTE 40p.; Ed.D. practicum paper, Nova University. Document contains light type.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; *Adult Educators; Comparative Analysis; *Correctional Education; Participative Decision Making; *Student Participation; *Teacher Attitudes; Teaching Methods; Team Teaching
IDENTIFIERS *Collaborative Teaching; Principles of Adult Learning Scale

ABSTRACT

A study compared correctional adult educators and formal adult educators in terms of their expressed beliefs in the collaborative teaching mode as measured by the Principles of Adult Learning Scale. The sample consisted of 8 correctional adult educators from the Lake Correctional Institution and 10 adult education teachers from the Manatee Area Vocational Center. The mean score for formal adult educators was 123.1 and the standard deviation was 8.69; the mean score for correctional adult educators was 123.25 and the standard deviation was 17.15. The result of the two-tailed t-test showed a calculated t-value of -0.024 at 16 degrees of freedom. Because the calculated t-value lay between -2.12 and 2.12, the null hypothesis of no difference was accepted. Results indicated no significant difference between formal and correctional adult educators. The implication was that both groups of educators believed in the use of the collaborative model of teaching. A follow-up study was recommended, using a larger sample that would consider student performance under the collaborative mode of teaching, as well as studies to determine differences between correctional and formal adult education. (The instrument is appended, with 21 references.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305521

A COMPARISON OF CORRECTIONAL ADULT EDUCATORS AND FORMAL ADULT EDUCATORS IN TERMS OF THEIR EXPRESSED BELIEFS IN THE COLLABORATIVE TEACHING MODE

THEORY AND METHODS OF ADULT EDUCATION

DANGEE WOO SUA
LAKE CORRECTIONAL INSTITUTION

DR. VALDA ROBINSON
TAMPA CLUSTER COORDINATOR

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

JANUARY 1989

CE052279

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D W Sua

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
ABSTRACT	iii
CHAPTER	
1. INTRODUCTION	1
Background And Significance	2
Review Of The Literature	3
Appropriateness To The Seminar	4
2. PROCEDURES	5
Procedures For Collection Of Data	5
Procedures For Treatment Of Data	6
Assumptions	7
Limitations	8
Definitions Of Terms	8
3. RESULTS	9
4. DISCUSSION	10
Recommendation	15
Potential For Improvement Or Change	16
BIBLIOGRAPHY	18
APPENDIX	21

ABSTRACT

This study was designed to compare correctional adult educators to formal adult educators in terms of their expressed beliefs in the collaborative teaching mode as measured by the Principles of Adult Learning Scale. The sample of correctional adult educators consisted of eight teachers from the Lake Correctional Institution. The sample of formal adult educators comprised of ten teachers from the Manatee Area Vocational Center.

When the teachers were administered the forty-two-item instrument, it was realized that for formal adult educators, the mean score was 123.1 and the standard deviation was 8.69 while it was found that the mean score for correctional adult educators was 123.25 and the standard deviation was 17.15. The result of the two-tailed t-test showed a calculated t-value of -0.024 at sixteen degrees of freedom. Because the calculated t-value lies between -2.12 and 2.12, the null hypothesis of no difference was accepted. This means that the expressed beliefs in the use of the collaborative mode of teaching adults are shared by both

formal and correctional adult educators.

It is recommended that a follow-up study using a larger sample be conducted that will consider student performance under the collaborative mode of teaching. It is also recommended that studies be conducted to determine, if any, the differences between correctional adult education and formal adult education.

INTRODUCTION

Education at Lake Correctional Institution serves adult male inmates. Theoretically, this is adult education. Adult educators have endorsed the collaborative teaching mode. The problem is whether correctional adult educators also believe in the use of the collaborative teaching mode for their adult prison inmates.

A quasi-experimental design approach was adopted as the research design for the study. To measure the belief in collaborative mode of teaching, two divergent adult population samples were administered the Principles of Adult Learning Scale. One sample was taken from correctional adult education and the other from formal adult education.

The purpose of this study was, therefore, to compare correctional adult educators to formal adult educators in terms of their expressed beliefs in the collaborative teaching mode as measured by the Principles of Adult Learning Scale.

Background And Significance

Correctional Education in Florida is in a transition from the Department of Correction's direct control to an autonomous entity under the name of Correctional Education School Authority or CESA. It is expected that this transition will produce similar goals and objectives like other adult education institutions. It is also expected that the transition may produce different paradigms than the present custodial orientation.

Lake Correctional Institution is an adult male prison. Instruction in the Education Department is almost always individualized. The inmates are either enrolled in the academic, vocational, GED Preparatory Class or the college class. Recruitment into the programs of the Education Department is usually by assignment. The inmates may request specific job assignments, although there are no guarantees they may get their choice. Except for medical reasons, the Education Department is the third in line for preferential job assignment.

There are eight teachers in the department whose educational training range from masters degree to high school diploma. The inmates have a reading level of about grade three, although there are a few that are educated

beyond the high school level.

Review Of The Literature

The literature on methods of correctional education is very scanty (Marsh,1976). Apparently, the methods of instruction in correctional settings are usually the same methods that govern security in the prisons (Reagen and Stroughton,1976).

According to Marsh (1976), the primary purpose of a prison is custodial. Education, by its definition is intended to liberate the practitioners and the students (Zinn,1983; Freire,1972). There is a dichotomy between practice or method of education in the prison and the purpose of the prison. The use of collaboration in a security setting appears questionable.

Adult learning or teaching can either be self-directed, instructional, or collaborative. The collaborative learning or teaching mode demands a climate of mutual trust. The learner's control over the learning process is not as autonomous as is the case with self-directed learning. There is however a control over learning outcomes (Smith,1982).

Formal adult educators have overwhelmingly endorsed the collaborative teaching-learning mode as the best method of instruction for adults (Conti,1979; Smith,1982). There is

no evidence, so far, as to whether correctional adult educators believe in the use of the collaborative teaching-learning mode.

Appropriateness To The Seminar

The Principles of Adult Learning Scale measures how adult instructional methods relate to the expressed beliefs in the collaborative teaching-learning mode. The scale also measures how much authority is shared by both the teacher and the adult student in the formation of the curriculum.

This study is appropriate to the seminar on Theory and Methods of Adult Education because it is comparing the degree to which correctional educators believe in a method of teaching that has been overwhelmingly endorsed by formal adult educators. The study will show if, indeed, the method of adult correctional education is different from the method of adult formal education.

The idea to pursue this study originated from the 1987 Summer Institute and the seminar sessions. The topic was taken from an objective of the Learning Contract submitted for the seminar. As a study of methods, formal adult education will be compared to correctional adult education as they relate to the collaborative mode of instruction.

PROCEDURES

Procedures For Collection of Data

The Principles of Adult Learning Scale was duplicated and administered to the eight teachers at Lake Correctional Institution. (Appendix A) The scores from these teachers were used to represent correctional education. The instrument was administered to ten formal adult educators from the Manatee Area Vocational Center. Their scores represent formal adult education.

The scoring procedure provided by Conti (1973) was strictly adhered to in awarding the points for the forty-four-item survey. The two sets of scores were recorded as raw scores.

The Principles of Adult Learning Scale is published by ERIC Reports. The instrument has a reliability coefficient of 0.93. For the construct validity, seventy-eight percent of the national jurors who tested the instrument ruled that it was congruent with collaborative mode. The Pearson correlation calculated for the relationship between each

individual item showed that twenty-five items were significant at the 0.001 level; eight items at the 0.01 level; seven items at 0.05 level and four items at 0.10 level. The Pearson correlations between the Principles of Adult Learning Scale and each of the Flander's Interaction Analysis Categories (FIAC) were as follows: Teacher Response Ratio (TRR) of 0.85; Teacher Question Ratio (TQR) of 0.79 and Pupil Initiation Ratio of 0.82 respectively.

Procedures For Treatment Of Data

The research questions which this study was designed to address are as follows: To what degree do correctional adult educators believe in the use of the collaborative mode of teaching when compared with formal adult educators; How different are correctional adult educators from formal adult educators in terms of the use of the collaborative teaching mode? It was hypothesized that there would be no difference between correctional adult educators and formal adult educators in terms of their expressed beliefs in the use of the collaborative method of teaching adults. The alternate hypotheses were as follows: (1) correctional adult educators and formal adult educators will both express the same belief in the use of the collaborative teaching method for adults, and (2) correctional adult educators will not express any significant belief in the use of the collaborative method of

teaching adult inmates.

From the scores of the Principles of Adult Learning Scale obtained from the correctional adult educators and the formal adult educators, the mean and standard deviation were obtained. A two-tailed t-test of the means was conducted where $\bar{X}_1$ was the mean of the scores of the formal adult educators and $\bar{X}_2$ was the mean of the scores of the correctional adult educators. At a ninety-five percent significant level, the null hypothesis of no difference was tested at sixteen degrees of freedom.

The population sample for correctional adult educators was taken from Lake Correctional Institution educational staff. The eight teachers at the institution volunteered to participate in the study. Ten teachers at the Manatee Area Vocational Center also volunteered to participate in the study. The sample of adult educators is therefore, a sample of volunteers at both institutions.

The Manatee Area Vocational Center was chosen because a fellow student employed at the center was interested in the results of the study. The center was also chosen because it had teachers in both vocational and academic education as the prison.

Assumptions

It was assumed during this study that participating

teachers were professionally trained. It was also assumed that the participant's beliefs in the collaborative mode could be measured using the Principles of Adult Learning Scale.

Limitations

The results that were obtained from this study should not be generalized to other correctional institutions. The educational training of the participants may influence the results. The results compared expressed beliefs and should not be taken to mean observable behaviors.

Definition Of Terms

In this paper, formal adult education will apply to adult education that occurs out of prisons, jails or similar custodial institutions. Correctional adult education was used to refer to adult education that occurs in the correctional institutions such as prisons, jails and similar custodial institutions. Collaborative teaching mode in this paper was defined to mean a method of adult education in which the adult learner and the teacher both agree on the curriculum and the approach to the learning process. In the collaborative mode, the learner is not the only decision maker of the learning process as is the case with self-

directed learning. The teacher of the collaborative mode does not control the learning process as he or she would do in the institutional or instructional mode.

RESULTS

The mean score, $\bar{x}_1$, on the Principles of Adult Learning Scale for formal adult educators was 123.1 and the standard deviation was 8.69 (Table 1).

TABLE 1

Number, Mean, Standard Deviation, and t-value of Correctional Adult Educators and Formal Adult Educators on the Principles of Adult Learning Scale

	N	$\bar{X}$	SD	t
Correctional Adult Educators	9	123.25	17.15	-0.024
Formal Adult Educators	10	123.1	8.69	

For correctional adult educators, the mean score, $\bar{x}_2$, was 123.25 and the standard deviation was 17.15. The results of

the statistical analysis revealed a calculated t-value of -0.024 at sixteen degrees of freedom. The statistical test which was used for the analysis was a two-tailed t-test of the means.

DISCUSSION

The result of the statistical test shows no significant difference between formal and correctional adult educators in terms of their expressed beliefs in the use of the collaborative mode of teaching. As the results show in Table 1, the implication is that both formal and correctional adult educators believe in the use of the collaborative mode of teaching.

As Bergevin, (1967) explained, the collaborative mode is learner-centered. This means that the adult learner is a full partner in the process of his or her learning. The underlying principle is that subject matter or content is secondary when using the collaborative mode. Adult educators using the collaborative mode rely on learning situations and not subjects (Lindeman, 1926).

According to Loeffler et al. (1986), there is no congruence between formal and correctional adult educators in terms of their training and expertise. This argument is

further explained by Hambrick (1987) who maintains that success of correctional educators is contextual. Accordingly, the environment of the prison imposes certain constraints on teaching methods. This is probably why Cheatwood (1988) thinks that pressures within the prison will tend to change education into something different from formal education. These pressures are reinforced by the negative attitudes of the inmates toward education.

The result of this study has shown that while the prison environment may transform education, the teachers at the prison are unaffected. The teachers have shown to be collaborative in the teaching-learning process (Table 1). This congruence between formal and correctional adult educators in terms of the collaborative mode of teaching is probably due to the fact that correctional educators use all methods of teaching in adult education (Smith et al.,1970).

There is a semantic difference between a practitioner and a professional of adult correctional education. According to Eggleston and Genring,(1986), a professional uses knowledge-based expertise while the practitioner does his or her work within the context of the environment without a strong knowledge base. They argue that correctional adult educators are sojourners who rely on their previous training. Douglass (1982) has indicated that an educator's previous training and formal education may influence his or her belief in the collaborative mode. The

contrary may be argued in the case of correctional educators in this study, because one-half of them possessed a high school education.

This study was undertaken to measure expressed beliefs in the collaborative mode of teaching. The results in Table 1 show that the two groups, formal and correctional adult educators agree that this mode of teaching is good for their clientele.

TABLE 2

Number, Mean, Standard Deviation, and t-value of Correctional and Formal Adult Educators on Congruent and Antithetical Items on the Principles of Adult Learning Scale

	Correctional Ed.				Formal Ed.			
	N	$\bar{X}$	SD	t	N	$\bar{X}$	SD	t
Congruent	24	71.13	15.45	0.538	24	52.13	17.48	-0.254
Antithetical	20	74.8	13.49		20	50.3	13.09	

When the scores on the twenty-four congruent items on the Principles of Adult Learning Scale were treated separately, it was found that: the mean score for formal adult educators was 74.8 and the standard deviation was 13.49; the mean score for correctional adult educators was 71.13 and the standard deviation was 15.45; and the t-value

at the ninety-five percent significant level was 0.536 which lies inside the critical rejection level and therefore, no significant difference was realized, (Table 2).

These results show that in choosing the items on the instrument that were congruent to, or supportive of collaboration, there was no difference between the two groups. When Conti, (1983) administered the instrument to hospital employees, educators, training directors, extension workers and Adult Basic Education teachers, he found no difference among the various groups in terms of their beliefs in the use of the collaborative mode of teaching.

To determine if the results would show any difference between the two groups in their responses to the items that are antithetical to the collaborative mode, further analysis was done. It was found that at sixteen degrees of freedom, the t-value was -0.254 at the ninety-five percent significant level. The mean score on the twenty antithetical items for formal adult educators was 50.3 and the standard deviation was 13.09; the mean score for correctional adult educators was 52.13 and the standard deviation was 17.48. Again, there was no significant statistical difference for a five percent test size and sixteen degrees of freedom (Table 2).

This study was undertaken to address two questions: (1) To what degree do correctional adult educators believe in the use of the collaborative mode of teaching when compared

to formal adult educators, (2)How different are correctional adult educators from formal adult educators in terms of the use of the collaborative mode? It was found that correctional adult educators do not differ significantly in their expressed beliefs for the use of the collaborative mode of teaching from formal adult educators as shown in Table 1 and 2. The results further revealed that there was no significant difference between correctional and formal adult educators in terms of their expressed beliefs in the use of the collaborative mode of teaching.

For a test size of five percent and sixteen degrees of freedom, a t-statistic revealed a t-value of -0.024. Consistent with a two-tailed t-test, the null hypothesis would have been rejected had the calculated t-statistic (-0.024) been greater than +2.12 or less than -2.12. Because the calculated t-value (-0.024) lies between -2.12 and +2.12, the statistical implication is that there is no significant statistical difference. The region of rejection for a test size of five percent and sixteen degrees of freedom is defined by the absolute value of t greater than 2.12 (critical value of t) and the absolute value of t less than -2.12.

Recommendations

Coffey, (1986) has shown that there is a difference between correctional adult education and other educational programs in terms of meeting the needs of adult students. van Merrienboer and Jelsma, (1988) also maintain that the in formal adult education, instructional methods are often measured by student achievement. Therefore, the results of this study do not imply any comparative advantages for the use of the collaborative mode on student achievement.

It is recommended that a follow-up study be conducted that will use a larger sample of the two populations. It is also recommended that for a future study, student performance be considered as a measure of the effectiveness of the collaborative mode of teaching.

The results of this study do not purport that the students in correctional education required the collaborative mode of teaching. On the contrary, the goals of students may often contradict the methods used by teachers (Cheatwood, 1988). The collaborative mode of teaching was found by Conti (1985) to affect achievement among GED students and ESOL students. Therefore, it is recommended that correctional education teachers cautiously apply the principles of collaboration when they choose to do same (Platt et al.1988). As Brookfield (1986) has explained, without a definition of the purpose of a study,

educators could be led astray to make generalizable conclusions. This study was undertaken with the sole purpose of comparing expressed beliefs in the use of the collaborative mode of teaching. The results are limited to this purpose.

It is recommended that future studies along this line be conducted to ascertain differences between educators in the practice of their professions. Tough (1987) maintains that research by adult educators will help explain practice and methods of adult education.

Potential For Improvement Or Change

The outcomes of this study are expected to make concrete, the apparent theoretical differences and similarities between formal adult educators and correctional adult educators in terms of their expressed beliefs in the use of the collaborative teaching mode. At present, the trend in training correctional adult education administrators and teachers is in the direction of adult education.

As the results of the study show, teachers of correctional adult education do believe in the use of the collaborative mode of teaching adult inmates. It is recommended that in-service training be provided these

teachers in this method of teaching. The present in-service training does not focus on teaching or learning methods of adults.

BIBLIOGRAPHY

Bergivin,Paul. A Philosophy For Adult Education. New York: The Seabury Press, 1967.

Brookfield, Stephen D. Understanding And Facilitating Adult Learning. San Francisco: Jossey-Bass Inc., Publishers, 1986.

Coffey, Osa D. " Trends in the administration of Correctional Education. "Correctional Education: Perspectives on Programs for Adult Offenders. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1986.

Cheatwood, Darral. " The impact of Prison environment on the incarcerated learner. " Journal of Correctional Education. 39:4, 1988.

Conti, Gary J. " Assessing teaching style in adult education: How and why? " Lifelong Learning: An Omnibus Of Practice And Research. 9:7, 1985.

Conti, Gary J. " Principles Of Adult Learning Scale. " ERIC ED 179 713, April 4, 1979.

Conti, Gary J. " Principles Of Adult Learning Scale: Follow-up and Factor Analysis. " ERIC ED 228 424, 1983.

Douglass, J.F. " An analysis of the relationship between professional training in Adult Education and orientation to the teaching learning mode in Washing State Hospital and the Washing State Cooperative Extension Service. " (Unpublished doctoral dissertation, Indiana University,1982).

Eggleston, Carolyn and Thom Gehring. " Correctional Education: Paradigms in the United States and Canada. " Journal of Correctional Education. 37:2, 1986.

Freire, Paulo. Pedagogy Of The Oppressed. New York: Herder and Herder, 1972.

Hambrick, Margaret C. " Leadership in Correctional Education. " Journal of Correctional Education. 38:2, 1987.

Lindeman,Eduard C. The Meaning Of Adult Education. New York: Harvest House,Ltd.,1926.

Loeffler, Cynthia And Others. " Anatomy of a Prison Education: A profile of correctional educators in Windham School System, Huntsville, Texas. "Journal of Correctional Education. 37:1, 1986.

Marsh, John J. " Professional and Correctional Education. " Journal of Correctional Education. 24:1, 1976.

Platt, John S. et al. " Self-charting as a technique to increase independence in pre delinquent and delinquent youths. " Journal of Correctional Education. 39:1, 1988.

Reagen, Michael and Donald Stroughton (Ed.). School Behind Bars:A Descriptive Overview Of Correctional Education In The American Prison System. Metuchen,NJ: Scarecrow Press, 1976.

Smith, Robert. Learning How To Learn: Applied Theory For Adults. New York, NY: Cambridge Book Co., 1982.

Smith, Robert M.,George F. Aker and J. R. Kidd (Ed.). Handbook Of Adult Education. New York: MacMillan Publishing Co.,Inc.,1970.

Tough, Allen. " Potential futures: Implications for Adult Education. " Lifelong Learning: An Omnibus of Practice and Research. 11:1,1987.

van Merrienboer, Jeroen J.G. and Otto Jelsma. " The matching Familiar Figures Test: computer or experimenter controlled administration? " Educational and Psychological Measurement. 48:1, 1988.

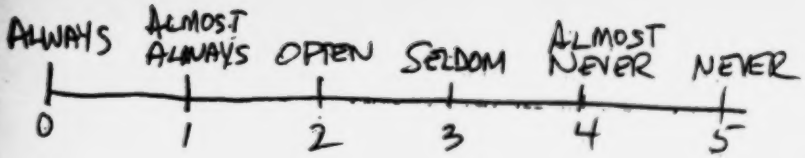
Zinn,Lorraine M. " A Philosophy of Adult Education Inventory. " Dissertation Abstracts International. Vol.44, No.1167A-1168,1983.

APPENDIX A

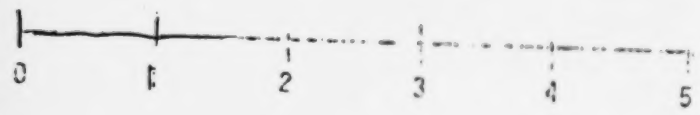
PRINCIPLES OF ADULT LEARNING SCALE

DIRECTIONS: The following survey contains several things that a teacher of ADULTS might do in a classroom. You may personally find some of the items desirable and find others undersirable. For each numbered item please respond to the way you most frequently practice the actions described in the item. Your choices are ALWAYS, ALMOST ALWAYS, OFTEN, SELDOM, ALMOST NEVER, and NEVER.

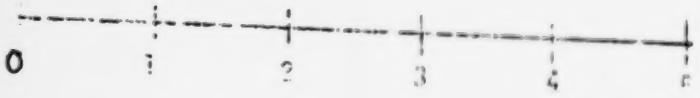
Before the number of each item is a scale from "0" to "5". Please circle "0" if you always do the event; circle number "1" if you ALMOST ALWAYS do the event; circle number "2" if you OFTEN do the event; circle number "3" if you SELDOM do the event; circle number "4" if you ALMOST NEVER do the event; and circle number "5" if you NEVER do the event. IF THE ITEM <u>DOES NOT APPLY</u> to you, circle number "5" for NEVER.



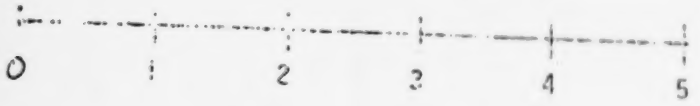
1. I allow students to participate in developing the criteria for evaluating their performance in class.



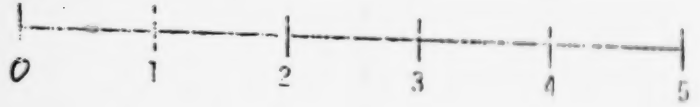
2. I use disciplinary action when it is needed.



3. I allow older students more time to complete assignments when they need it.

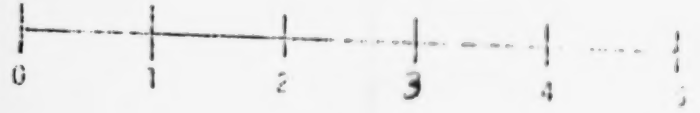


4. I encourage students to adopt accepted middle class values.

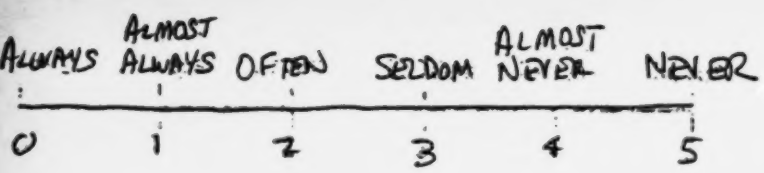


5. I help students diagnose the gaps between their goals and their present level of performance.

6. I provide knowledge rather than serve as a resource person.



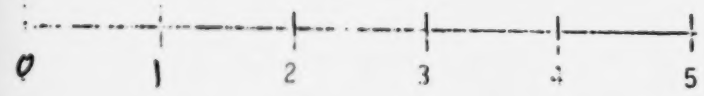
7. I stick to the instructional objectives that I write at the beginning of a program.



8. I participate in the informal counseling of students.

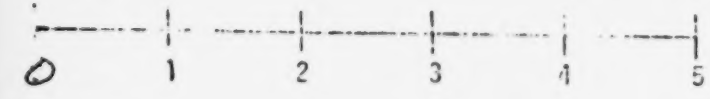
9. I use lecturing as the best method for presenting my subject material to adult students.

10. I arrange the classroom so that is is easy for students to interact.

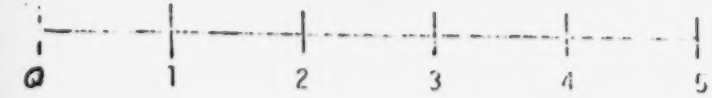


11. I determine the educational objectives for each of my students

12. I plan units which differ as widely as possible from my students' socio-economic brackground.

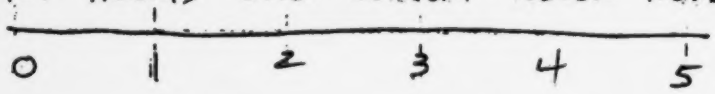


13. I get a student to motivate himself/herself by confronting him/her in the presence of classmates during group discussions.

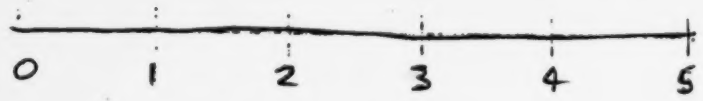


14. I plan learning episodes to take into account my students' prior experiences.

ALWAYS ALMOST ALWAYS OFTEN SELDOM ALMOST NEVER NEVER



15. I allow students to participate in making decisions about topics that will be covered in class.

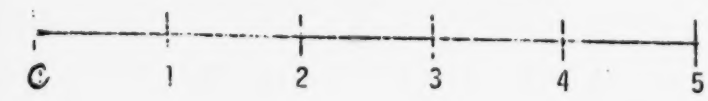


16. I use one basic teaching method because I have found that most adults have a similar style of learning.

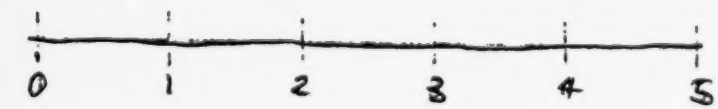
17. I use different techniques depending on the student being taught.

18. I encourage dialogue among my students.

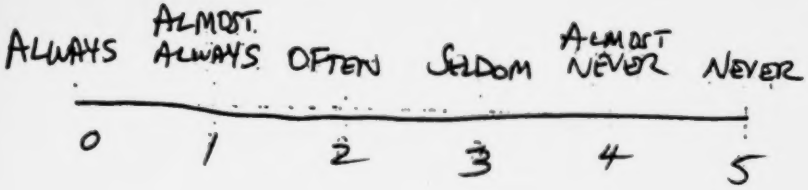
19. I use written tests to assess the degree of academic growth rather than to indicate new directions for learning.



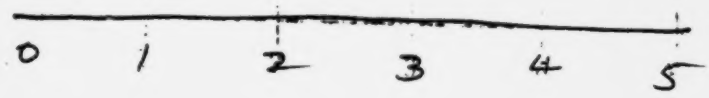
20. I utilize the many competencies that most adults already possess to -chieve educational objectives.



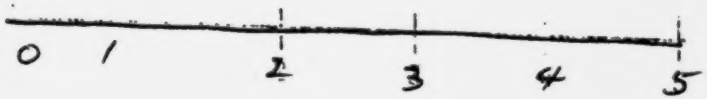
21. I use what history has proven that adults need to learn as my chief criteria for planning learning episodes.



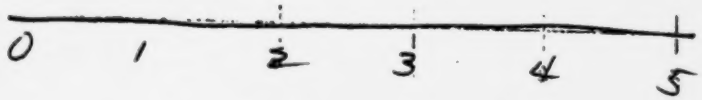
22. I have individualized conferences to help students identify their educational needs.



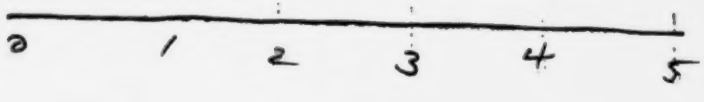
23. I let each student work at his/her own rate regardless of the amount of time it takes him/her to learn a new concept.



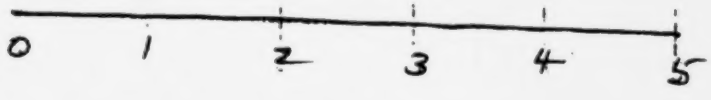
24. I help my students develop short-range as well as long-range objectives.



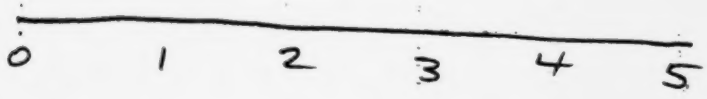
25. I maintain a well disciplined classroom to reduce interferences to learning.



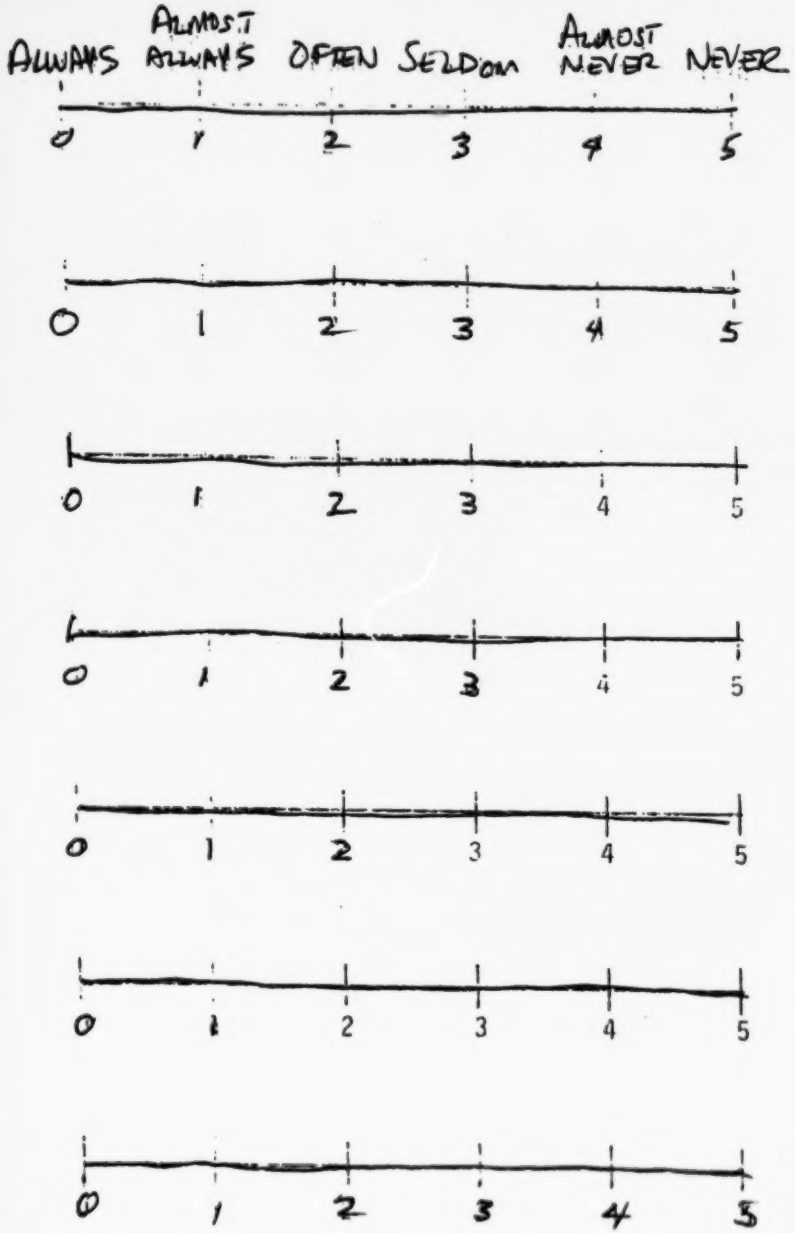
26. I advoid class discussion of controversial subjects that involve value judgements.



27. I allow my students to take periodic breaks during class.



28. I use methods that foster quiet, productive deskwork.



29. I use tests as my chief method of evaluating students.

30. I plan activities that will encourage each student's growth from dependence on others to greater independence.

31. I gear my instructional objectives to match the individual abilities and needs of the students.

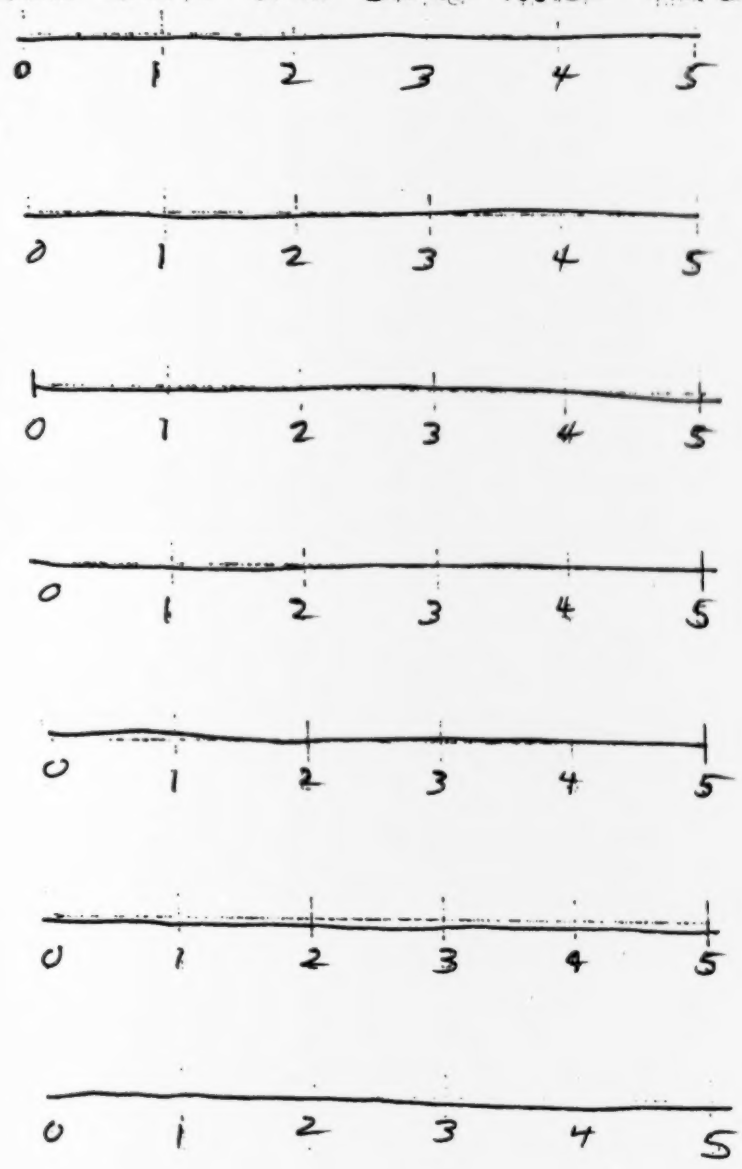
32. I advoid issues that relate to the student's concept of himself/herself.

33. I encourage my students to ask questions about the nature of their society.

34. I allow a student's motives for participating in continuing education to be a major determinant in the planning of learning objectives.

35. I have my students identify their own problems that need to be solved.

ALWAYS ALMOST ALWAYS OFTEN SELDOM ALMOST NEVER NEVER



36. I give all my students in my class the same assignments on a given topic.

37. I use materials that were originally designed for students in elementary and secondary schools.

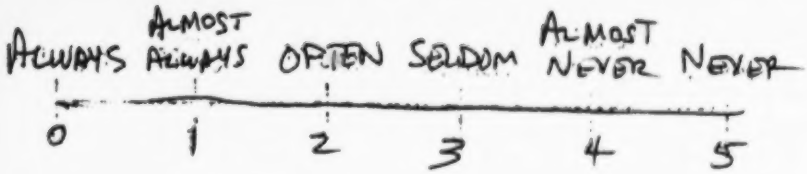
38. I organize adult learning episodes according to the problems that my students encounter in everday life.

39. I measure a student's long term educational growth by comparing his/her expected performance as measured by the national norm from standardized tests.

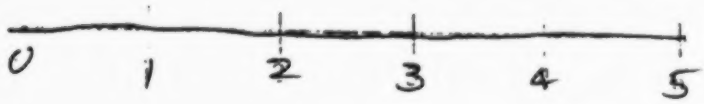
40. I encourage competition among my students.

41. I use different materials with different students.

42. I help students relate new learning to their prior experiences.



43. I teach units about problems of everday living.



44. I accept errors as a natural part of the learning process.